

Christ Church CoE Primary School

School Policy Document



Teaching & Learning POLICY

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Date of Next Review	Summer 2026

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Teaching & Learning Policy

This policy was formulated to meet the requirements of the Equality Act 2010.

The Governing Body recognises its legal responsibilities under the Equality Act 2010. This policy will ensure equality and fairness regardless of race, sex (gender), sexual orientation, religion or belief, gender re-assignment, pregnancy and maternity, marriage and civil partnership, disability or age.

Learning & Growing Together in FAITH, HOPE & LOVE.

INTRODUCTION

At Christ Church Primary School, we believe in lifelong learning. We regard the teaching and learning within our school to be part of a learning continuum which begins before the child comes to school and continues into adulthood. We recognise and celebrate that both children and adults learn new things every day. We believe that appropriate teaching and learning experiences help children lead happy and rewarding lives.

AIMS & OBJECTIVES

We recognise that people differ in the ways in which they learn most effectively. At Christ Church Primary School, we aim to provide a rich and varied learning environment that allows all children to develop their skills so that they can all fulfil their potential and shine in all they do.

Through our teaching and our learning, we aim to ensure that our pupils:

- become confident, resourceful and independent learners
- build positive relationships with other people, respect other people's feelings and value the ideas of others
- understand their local and wider community and grow into reliable, independent and positive citizens
- have the knowledge, skills and understanding they need for the next phase of their education in order to maximise their life chances and economic well-being in adulthood

EFFECTIVE LEARNING

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong. We want children to enjoy being challenged and to believe they will succeed. We want our pupils to feel a sense of ownership of their learning and to take a responsibility for their progress through school.

Staff have agreed the following principles to follow when planning / delivering teaching and learning opportunities:

- teaching will build on previous learning as part of a sequential curriculum
- pupils will understand how the learning fits into a progression of knowledge and skills
- the teacher will explain the learning objective and help children understand why the learning is important
- the lesson will be inclusive, incorporate opportunities for a range of learning to ensure all children can achieve
- lessons will be language-rich, with opportunities for children to discuss and share ideas using subject specific vocabulary
- teachers will ensure children have opportunities to remember and recall 'sticky knowledge'
- lessons will be focussed on ensuring children 'know more and remember more' across the curriculum
- children will have opportunities to reflect and review what has been learnt
- there should be planned opportunities to review and assess learning, providing feedback to the children

Across a sequence of lessons, children will be given the opportunity to work independently and collaboratively, with an adult and / or with their peers.

We also plan opportunities for different learning activities. This will include:

- investigation and problem-solving
- research and discovery
- asking and answering questions
- outdoor learning and visits
- creative and hands-on, practical activities
- play and exploration
- discussion and debate

THE 5-A-DAY APPROACH

Research proves that high quality teaching – every day, for all pupils, can and will make a positive difference to children. At Christ Church Primary School, we are keen to incorporate current education research in improving teaching and learning.

The Education Endowment Foundation (EEF) is committed to supporting schools move forward and make a difference. Their tiered model for school planning identifies that high-quality teaching is the most important factor when it comes to improving attainment outcomes. They recommend schools focus on developing teaching practice over a sustained period to drive meaningful change. This should include:

- securing effective professional development for staff
- using diagnostic assessment to address learning gaps
- improving literacy and maths outcomes
- high quality daily teaching using the 5-a-day approach

The 5-a-day approach acknowledges that teaching is complex, but identifies key elements that can be integrated into daily practice to enhance its quality. These are described as evidence-based 'best-bets' that can have a positive impact across the primary phase and for all pupils.

- (1) **EXPLICIT INSTRUCTION:** *Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is followed by guided practice before independent practice.*
- (2) **COGNITIVE & METACOGNITIVE STRATEGIES:** *Managing cognitive load is crucial if new content is to be transferred into pupils' long-term memory. Opportunities must be given for children to plan, monitor and evaluate their own learning.*
- (3) **SCAFFOLDING:** *This involves providing a supportive tool or resource, such as a writing frame or partially completed example. Less support of this nature will be seen throughout the course of a lesson, week or term.*
- (4) **FLEXIBLE GROUPING:** *Allocating groups temporarily, based on current levels of attainment and need.*
- (5) **TECHNOLOGY:** *Using technology to help model examples or by pupils to learn, practice and record learning.*

Staff at Christ Church Primary School seek to embed this 5-a-day approach to teaching and learning across the curriculum. See Appendix 1 for more information about different curriculum areas.

ROLES & RESPONSIBILITIES

We believe that all stakeholders have a responsibility to ensure effective teaching & learning:

Parents & Carers

We know that parents and carers have a fundamental role to play in supporting their children's education. We do all we can to inform parents about our curriculum and the teaching and learning that takes place in school. Throughout the year we provide regular updates about progress and how parents can support their child at home. We also welcome information from parents about their child, especially where this may impact on their learning in school.

We believe that parents have a responsibility to support the school and to help their child flourish.

We therefore expect our parents and carers to:

- ensure that their child is in school and has the best attendance possible
- make sure their child is prepared for school (e.g. have had a good sleep and breakfast)
- inform school if there are matters outside school that are likely to affect a child
- promote a positive attitude towards school and learning

Please see our Home-School Agreement for further information.

Teachers

Teachers and support staff strive to motivate our pupils and enable them to build on their skills, knowledge and understanding to ensure they reach their potential. They use the school curriculum – as mapped out in our Rolling programme – to guide their teaching. Staff use ongoing formative and diagnostic assessment (including targeted questions, low-stakes quizzing and pre-topic mind-maps) to gain insight into pupils learning. Using this information, teachers may adjust the level of challenge, re-teach specific concepts or topics, adjust the curriculum content, provide pupils with feedback and / or decide which pupils may need additional, targeted support. Class teachers use 'working walls' within their classrooms to help children 'know more and remember more' through demonstrating effective learning strategies and modelling good practice. Staff reflect on their own strengths and weaknesses, and seek to develop their skills through ongoing professional development.

Headteacher

The headteacher is responsible for monitoring and evaluating the quality of teaching and learning in the school. This is done through monitoring and evaluation activities, including talking to pupils, looking at children's work, learning walks during lessons and longer lesson drop-ins / observations. The headteacher is also responsible for the formal performance management and appraisal of teachers, as well as securing effective professional development that will help build knowledge, motivate, develop high-quality teaching techniques and embed good practice.

Governing Body

Our governors support and review the school's approach to teaching and learning. This includes ensuring that resources are allocated effectively, reviewing the use of the school buildings and premises, considering teaching methods in light of health and safety, ensuring that staff performance management promotes excellent teaching, and monitoring teaching and learning through a robust self-evaluation process.

This policy will reviewed every 3 years or more frequently, if needed.



APPENDIX 1: Effective Teaching & Learning Across the Curriculum

What does effective teaching & learning look like across the curriculum?

This is what we aspire to:

ENGLISH

- children can express their ideas fluently and imaginatively, with some originality, when speaking and writing
- children are provided with opportunities to be effective learners and show an ability to think for themselves
- activities use a wide range of imaginative resources / stimulus
- children work well within discussions and in different groupings, showing initiative and independence
- drama activities are part of well-thought out innovative classroom approaches
- Feedback supports and challenges pupils to make precise improvements to their work
- Pupils are made aware of the importance of English beyond school

READING

- Children show an interest in books and are keen readers of different types of text
- Children are encouraged to bring their own reading experience into discussions and offer their opinions
- Pupil understanding is deepened by questioning which prompts thinking and personal response
- Children have time to process and reflect on their reading and what they have read
- Teachers use modelling to help children understand the process of reading
- Children become increasingly independent with their reading, using a range of skills to understand the text
- Children have the opportunity to have a choice in what they read
- Children are allowed to make mistakes and self-correct when reading
- Teacher praise relates to the successful use of strategies and skills specific to the child's level of reading
- Children are able to use inference, prediction, retrieval and consider the author's intention and the reader's response
- Intervention is put in place if ongoing assessment shows children are struggling with reading

WRITING

- Children write as writers, considering the purpose and audience appropriate to their level
- Tasks are tailored to the interests of the children and are for real purposes and audiences
- Children's writing shows a high degree of technical accuracy and demonstrates creativity in ideas and choice of language
- Children are exposed to and understand the difference between spoken and written English and can use standard English effectively when required
- Technical features of language are well taught
- Opportunities for writing legibly and fluently with secure knowledge of letters and sounds is evident
- Teachers use powerful modelling of the process of writing ensuring real progress is made
- Phonics is used correctly by children to aid spelling / children use resources to help them spell independently
- Scaffolding resources aid children's success
- Children are given opportunities to plan their writing, developing their ideas, editing and improving their writing, acting on feedback to move their learning on

MATHS

- Teaching is rooted in the development of all pupils' conceptual understanding of important concepts
- Pupils have time to apply mathematical thinking, reasoning and problem solving
- Teaching tackles misconceptions at point of learning
- Mathematical learning is linked to other subjects and beyond the classroom
- Opportunities for challenge and embedding learning are planned
- Concrete apparatus is valued to secure conceptual understanding
- Pupils engage in practicing quick and efficient recall of facts
- Mathematical concepts are represented in more than one way to develop deeper understanding

SCIENCE

- Staff demonstrate accurate science knowledge
- Teachers use a range of methods to teach science – including investigations, fieldwork, research, discussion and observations
- Children have opportunities to apply their learning to local, national and global contexts
- Teachers check pupils understanding, can extend their knowledge and stimulate inquisitiveness
- Pupils are fully engaged in their practical work, using science skills and vocabulary
- There is progression in how pupils operate as scientists
- Children show independence and are able to raise their own questions and think for themselves
- There is evidence of high levels of imagination, innovation and problem solving
- Children use relevant scientific vocabulary
- Practical work involves core skills from literacy and maths
- Children are given opportunities to find out about real scientists and the impact of science on society
- There is commitment and enthusiasm for science learning

COMPUTING

- Teachers have the technical knowledge to deliver the curriculum
- Lessons offer active learning which ensures achievement
- Teachers plan imaginative and creative lessons using a range of age-appropriate hardware and software
- Lessons use a range of contexts so children understand the value of ICT, how it relates to their lives and the impact it has on society
- Effective dialogue and feedback is given using specific technological vocabulary
- Pupils have opportunities to investigate, ask and answer questions and work collaboratively
- Lessons promote positive values and attitudes; the acceptable use of technology is promoted
- Children are confident at keeping themselves safe on line and know how to report concerns

DESIGN & TECHNOLOGY

- Teachers are enthusiastic and communicate the value of DT to pupils
- Learning fits into the sequence of analyse, design, make and evaluate
- Teachers have a confident level of expertise and use this to plan purposeful lessons
- All pupils make progress and can apply their knowledge and skills
- Teaching ensures children are informed and inspired
- Practical skills and design strategies are taught effectively; pupils have the opportunity to experience the design process
- Pupils take responsibility for design problems and are challenged to be innovative and creative

ART

- Pupils are inspired by staff creativity and enthusiasm for art; teachers draw on breadth and depth of subject knowledge to ensure lessons are inspiring
- Visually exciting resources are used to create environments of curiosity

- Skills are demonstrated which are appropriate for all abilities
- Outcomes are open-ended, allowing pupils to express their own creativity in their art work
- Teaching strategies develop pupil confidence and creativity
- Pupils have opportunities to express their personal thoughts and feelings
- Teachers provide feedback about how to improve their work by referring to visual examples

MUSIC

- Children have the opportunity to develop music skills both vocally and with instruments
- Pupils having increasing awareness of musical vocabulary and notation
- Practical music activity is complemented by music theory
- Different aspects of music – such as tempo, rhythm and pitch – become embedded
- Teaching is supported by vocal exercises and physical movement
- Pupils have an opportunity to listen to a wide range of music from a variety of cultures and time periods
- Individual music needs are met – even if children have musical lessons outside of school
- Audio and visual recordings are used to teach children how to improve and observe improvement
- Pupils are not afraid to take risks in their creative music work; they are able to challenge convention to be original and imaginative
- Teachers feel confident to go with the flow – responding to children’s creative and unexpected work
- Lessons provide positive and memorable musical experiences

HISTORY

- Pupils understand why they are looking at a particular topic
- Lessons are enquiry-based – history is a subject to investigate not just facts to learn
- The teacher chooses a variety of relevant resources to bring topics to life and engage pupils
- Children use historical terms appropriate for their age
- Chronological awareness and understanding are developed through the school
- Pupils have a growing understanding of change, cause and similarities / differences
- Children understand that our view of the past may change
- Children know and understand how individuals have shaped Britain and the wider world
- Teachers ensure children make connections between different periods and events

GEOGRAPHY

- Teachers use their passion and strong subject knowledge to plan exciting lessons
- Pupils have strong knowledge of core geographical vocabulary and knowledge
- Pupils are developing a range of fieldwork skills
- A range of maps are used frequently as an intrinsic part of lessons
- Pupils understand how human and physical geography is interrelated
- Children can carry out geographical enquiries, including using data and resources to reach conclusions
- Pupils understand the value of geography and how it links to current issues in society
- Children recognise the positive and negative impact humans have on the world

SPANISH

- Pupils are immersed in Spanish; staff model correct grammar and accent
- Opportunities are provided for appropriate speaking, listening, reading and writing for the stage of learning
- Children are confident to try things and have a go at speaking without being afraid
- There is a hands-on approach to learning, using a wide range of resources and stimulus
- Pupils are able to use Spanish to express what they want to say, as appropriate to their age
- Pupils are becoming increasingly confident with their pronunciation and intonation

- Teachers bring the language and culture alive; children recognise the importance of learning a language
- There are opportunities to consolidate learning beyond the classroom and in different contexts
- Tasks are planned to ensure the development of specific language learning skills

RELIGIOUS EDUCATION

- Opportunities for learning beyond the curriculum to deepen understanding
- Pupils reflect on different religions and their own beliefs and experiences
- Artefacts and resources are used to consolidate teaching and bring religions to life
- Pupils engage with open-ended questions and enquiry-based learning
- Links are made with British values and the school values / ethos
- Discussions use religious vocabulary and challenges misconceptions and prejudiced viewpoints
- Children understand the impact of religion on their lives and wider society
- Opportunities for personal development (spiritual, social, moral and cultural) are embedded
- There is understanding of religious concepts across different religions and worldviews
- Children apply appropriate RE skills for their age
- Children show respect of different beliefs and viewpoints

PERSONAL, SOCIAL & HEALTH EDUCATION – including relationships

- Lessons and learning take into account the needs of the pupils to ensure relevance
- Wellbeing is promoted
- Pupils are able to express and challenge views appropriately
- Pupils are encouraged and supported to think critically and to reflect on their ideas
- Pupils show understanding and regard for the wellbeing of themselves and others
- Children have understanding of key concepts and know how to keep healthy and safe

PHYSICAL EDUCATION

- Pupil activity outweighs teacher input / stillness – lessons have pace and focus on pupil participation
- Pupils have the knowledge, confidence and competence to engage with the physical activity
- Lessons have purpose – the teacher has identified what skills pupils need to develop
- Other aspects of PE are included – including health and teamwork
- Skills are built on and applied through the school curriculum
- Pupils are supported to ensure all children make progress, whatever their starting point
- Resources are well-chosen and match the intended outcomes of the lesson
- Targeted questions are used to improve individual performance
- Teachers are active and enthusiastic
- Language and terminology is used accurately to support coaching of pupils